



the girls in saint joseph's life



ABOUT TEN YEARS AGO, the Saint Joseph's student newspaper published an edition with banner headlines: "Saint Joseph's Becomes Co-educational." It wasn't true. It was an April Fool's hoax, and a good one.

In 1958 co-education at Saint Joseph's would have captured the imagination of the thousand or so male students on campus. But it was an impossibility then. No one really believed co-education would ever happen.

But in September of 1965, in his first address to the student body as president of the College, Father Charles Banet said he believed there would soon be a co-ed division at Saint Joseph's.

The students gradually adjusted to the thought of girls living on campus. This past September, with the completion of a new dormitory, 125 co-eds were enrolled at Saint Joseph's. They were greeted, not always warmly, by 1300 young men.

We have devoted much of this issue of *Contact* to the co-ed, to the adjustments she has made and to the adjustments the College has made in adapting to her. There have been problems, and probably more problems in the offing. We hope to tell you about them in this issue. And we want to tell you about the girls in our life, how we feel about them and how they feel about us.



Alumni Class Notes

SAINT JOSEPH'S COLLEGE CONTACT

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Margaret Amsler — Class Notes Editor
Charles J. Schuttrow — Director of Public Information

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SAINT JOSEPH'S COLLEGE

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—Ind.
David E. Cook, Ft. Wayne, Ind.

1967—
WALTER F. ABBOTT was elected vice-president of Careers Incorporated in New York. PAUL R. BROADWAY is attending graduate school at Northern Illinois University, DeKalb, Illinois. JOSEPH PIEKARCZYK, JR. is presently enrolled at the Indiana University School of Dentistry after teaching science for one year at Highland Junior High School, Highland, Indiana. KURT NEUMAYER is working in the advertising department of the Belden Corporation.

In Memoriam

PAUL A. MCLEOD '14
Columbus, Indiana
JUSTIN H. OPPENHEIM '19
Dayton, Ohio
FLORENT COTE '20
Beaverville, Illinois
REV. ARTHUR A. KUHLMAN '32
Genoa, Ohio
ROMAN J. SCHNIPKE '35
Delaware, Ohio
CHARLES W. ROGLIN '51
Villa Park, Illinois

1961—
ROBERT L. DECKER is working for the Ford Motor Company in an industrial relations capacity. Besides working in the areas of salary administration, management development, and organization planning, he is involved in the College Graduate Program, which recruits college seniors for post-graduation work at Ford. HARRY J. CREAGER was formerly the assistant prosecuting attorney in Berrien County, Michigan, and is now a member of the law firm of Keller and Keller.

1962—
MARTIN J. SHANNON is a systems analyst in the Registrar's office at the Univ. of Wisconsin.

1964—
JOHN F. KANE is a low-income housing specialist with the Leadership Council for Metropolitan Open Communities, following four years of working for the Department of Housing and Urban Development. JAMES F. KENNEY is a physical chemist for Avon Products, Inc., and also attends the Fairleigh Dickinson Graduate School of Chemistry.

1965—
JAMES KIN is attending senior law school at Wayne State University in Detroit. JOHN O'REILLY has been named director of public relations for the Cincinnati Redlegs. John played baseball while at Saint Joe's, and earned a master's degree at the University of Michigan, where he was a sportscaster for Wolverine games over an Ann Arbor station for two years. JAMES A. ROSS has been appointed news service manager of the Public Relations Department at Loyola University. Previous to this appointment, he was director of publicity at DePaul University, and served on various local newspapers, radio, and television stations.



ROSS

1966—
SCOTT DASSE is completing his requirements for a master's in recreation at Indiana State University and has already fulfilled master of science requirements in physical education. He is presently teaching physical education at Martinsville High School, Martinsville, Illinois, and coaching a variety of school teams there. JAMES E. SCHRADER left for service in the Peace Corps in India this month, following training at the University of Kentucky. He will work on the rural community development level, doing such tasks as helping local residents set up small businesses, co-ops, and other grassroots enterprises. THOMAS N. GALLAGHER is an instructor in computers and data systems analysis and design for the Air Force at Sheppard Air Force Base in Texas. WILLIAM F. QUEENAN has been awarded U.S. Air Force silver pilot wings upon graduation from training at Randolph Air Force Base in Texas. He was commissioned a second lieutenant after completing Officer Training School at Lackland Air Force Base in Texas.

Faculty Adopts Core Curriculum

Extensive changes in Saint Joseph's general education curriculum moved a step closer to reality last month as the faculty voted to depart from the present system of separate general education courses—the philosophy, theology, humanities, history, speech, literature and science courses required of all students for graduation—to an integrated, interdepartmental program which will combine these courses into a single four-year program.

The faculty's vote came after more than a year of study by faculty-administrative committees aided by visiting consultants from other colleges. Their conclusions were presented to the faculty for consideration in October, and were approved at the November faculty assembly.

Instead of the present series of fifteen separate courses in philosophy, theology, the humanities, history, speech, literature and science the new core program will place these subjects in a historical framework examining the problems and characteristics of each period studied.

The tentative core curriculum program is planned as follows:

* Freshman year (first semester): "The Contemporary World" will be studied and

attention given to the nature of the present world in the arts, sciences and the issues of the day. Such areas as "War, Revolution, and Conscience," "The City and Its Environs" and "The Human Search For Meaning" will be considered.

* Freshman year (second semester): "The Modern World" is examined and the main intellectual, religious, scientific, artistic and economic trends of this period are scrutinized. "Industrialization", "Nationalism, Totalitarianism, and Democracy" and "The Rational and the Irrational" will be included in this semester.

* Sophomore year (semester one): "Western Heritage: Hebrew and Greco-Roman Heritage" will present Greco-Roman and Semitic contributions to Western culture, stressing significant intellectual, artistic, religious, economic, social and political aspects of this period.

* Sophomore year (semester two): "Western Heritage: Middle Ages and Early Modern Heritage" continues the overview of influences upon our present culture. The emerging New Europe of the sixth to the tenth centuries, the High Middle Ages and the emerging modern world of the Renaissance and the Reformation will be covered in this course.

* Junior year (both semesters): "The Foundations of Science" will study scientific developments of several scientific disciplines and would attempt to inform students on the "why" and the "how" of scientific advances. As opposed to the present program of "cookery" courses of test tubes and experiments, core science would aim at giving students not majoring in science a more general outlook.

* Junior year (both semesters): "Non-Western Studies" involves the student in the examination of a civilization other

than his own. By the study of another culture, the student can gain an insight into the institutions and thought of his own Western world.

* Senior year (semester one): "Christian Anthropology" attempts to bring the entire curriculum into relation with the Catholic faith. This semester will study and discuss the main philosophical and theological principles of a Christian view of a man in his world and before God.

* Senior year (semester two): "Christianity and the Human Situation" considers many contemporary issues in relation to the perspective of the Christian faith. Christian responses to such matters as "the Playboy Ethic", "Organ Transplants" and "Situation Ethics" will be studied.

Advantages to the core program over the present system of general education are definite and meaningful. The interdisciplinary structure provides a more integrated and coherent approach to general education, and since all underclassmen will be taking the same course, communication among students in various fields will hopefully be improved.

of lecture sessions which will meet subsequently in several small discussion seminars. Adopting the core curriculum will not require additional faculty members or classroom space. The only additional expense foreseen has been in the areas of providing summer seminars for faculty members, in adding to present library holdings and in providing a salaried, full-time core program coordinator. The first freshman class to receive core courses will enter Saint Joseph's in fall, 1969.

Summing up the advantages of the core curriculum, Dr. Louis Gatto, academic dean, who has guided the core program through

its first year of planning, notes that "the core philosophy is a movement away from the traditional, distributional philosophy of education, wherein the student takes a specified number of credit hours or courses in various disciplines with the goal of becoming the collegiate ideal—the well-rounded student."

Does the adoption of the core system imply inadequacy in the present general education program? Not at all, says Father William Kramer, professor of chemistry and newly-named coordinator of the core curriculum.

"The core curriculum is another step in the evolution of general education courses," he explains. "Up to the 1920's, everyone studied Latin and Greek, which was then thought to discipline the mind. This underwent a decline in popularity and general education curriculums were expanded to try to include 'something about everything'. This too proved impractical, and the present structure of general education courses resulted."

"Core is the result of still more thought on the aims of general education courses. We feel that core will provide better education for the student as a man—in reading, writing, communication, and thinking in general. This will better prepare him for education in an art—the skill he will eventually work in."

Father Charles Banet, college president, adds a final note to the relevance and importance of the proposed core curriculum.

"We must prepare our students to meet today's fast-changing society with flexible attitudes and sound principles through our general education curriculum. A solid grounding in communications, social awareness and personal responsibility is vital."



DR. GATTO



FR. KRAMER

Co-Eds' Reaction To Saint Joe's: Favorable Despite Adaption Pangs

Saint Joseph's first semester of residential co-education has produced enthusiastic reactions among the College's first group of female students living on campus. An Alumni Association survey found that, with few exceptions, the co-eds polled were happy with their decision to attend Saint Joseph's, although several expressed dissatisfaction with attitudes they said were held by some of the male students.

"At first I loved Saint Joseph's, then I hated it, and now I love it again." This was how Debbie Rau, freshman marketing major from Stratford, N.J., expressed her feelings. Her one objection is to the male students thinking the co-eds are here to major in pre-marriage—to find a husband. In her words: "I'm here for an education as much as they are."

Patty Lawson, freshman science major from Chicago, finds the professors "concerned about the students and easy to speak with.

This is what I consider most important." She adds: "Now that I've been through one rigorous semester of college, I've learned three things: how to study, which girls wear my size (to help expand my wardrobe), and to ignore those who think co-education at Saint Joseph's should never have happened."

Size, location and academic reputation were the reasons given by the girls for coming to Saint Joseph's. In most cases, their first contact with the College was through an alumnus, a friend or relative who had attended Saint Joseph's. Others first heard of the College through their high school counselors and at college nights at which Saint Joseph's was represented.

Nora Dailey of Indianapolis, freshman chemistry major, says simply, "Saint Joseph's is the greatest thing that ever happened to me. We may not be a Big Ten school, but I chose Saint Joseph's

because it's small. We have unity and spirit—just experiencing a Saint Joe basketball game makes me proud to be a part of student activities."

One freshman co-ed, Jane Ellspermann of Saint Joseph, Michigan, said the College wasn't quite ready for co-eds. "Some things must be improved upon," she said, "but I still like it."

The administration admits there is need for improvements in some areas. Saint Joseph's now requires additional gymnasium and athletic facilities to handle the co-eds. The music department also lacks the funds necessary to properly outfit the co-eds who participate as members of the band and as pom-pom girls.

With the girls on campus, the students need improvements in the facilities where they meet socially. The Student Association has helped solve the problem by establishing "The Withinn," a coffee house in the basement of Halleck Student Center which features entertainment on Friday and Saturday nights. But the students would like better snack bar facilities to use during the day and on week nights.

Most of the co-eds, as well as the male students, realize it will take time for a college which has been all male for 79 years to adjust to co-eds on campus. Mary Lynn Markus, freshman elementary education major from St. Paul, Minn., said, in spite of the incomplete adjustment, "I love Saint Joe's! To me, the College is every-



thing I expected and more—the kids are fantastic, the classes are interesting, and the profs are just great."

Sherry Overmeyer is a senior marketing major from Fort Wayne who has attended Saint Joseph's for the past three and a half years. During the first three years she was a member of a very small minority, living off campus with a few other co-eds and attending classes with sometimes hostile male students. She had to make adjustments to the all-male climate. "Saint Joseph's," she says, "is a unique situation. The guys

have probably helped to make us better wives when we marry—we've learned how to be more tolerant."

As the number of co-eds increases—the College plans to eventually maintain a 60-40 ratio of men to women—it is expected the co-ed will become more naturally a part of college life and unanimously accepted by the male students. Only a small number of the male students are now dissatisfied with the College's decision to admit co-eds, and this number appears to diminish as the school year progresses.



The co-eds' dilemma—How to be a bit forward over a soft drink in Halleck Center without losing the advantage with a superior performance in the classroom.

—The Indianapolis STAR

Why Did Saint Joseph's Become Co-Educational

In September Saint Joseph's joined the list of 18 all-male and 35 all-female colleges and universities which have become co-educational within the past year. The trend to co-education among traditionally single-sexed colleges has been gaining momentum for the past five years, and even such well known all-male institutions as Princeton and Yale have recently adopted co-eds.

There are convincing reasons for the change. Some of the colleges which have become co-ed hope to improve their academic standards and financial status. Because they will now have a greater number of high school students to choose from, these colleges are more confident of at least maintaining present enrollments, perhaps raising them if more revenue is needed, and simultaneously increasing the number of good students admitted. With a greater supply of future students, they will be in a position to be more selective, and hopefully the drop-out rate will be reduced.

Another reason for co-education is the belief among educators, and among students also, that co-education provides a better intellectual climate on campus. More and more high school students are indicating a preference for the co-ed college or university.

As with other colleges that made the switch, these were the

reasons behind the move at Saint Joseph's. But it may be as long as five years before any significant changes take place. It will take that long to reach the desired 60-40 ratio of men to women since only a proportionate number of girls are admitted with each freshman class.

It will take time also to provide new facilities for the co-eds who are rapidly becoming a part of campus life—in the classroom, in student government and publications, in the band and the Columbian players. As the pictures in this issue testify, "Now we have brains and beauty."



1965 Alumni Poll Favors Co-Eds

Over 800 of the College's alumni responded to a poll taken by mail in 1965 seeking their opinions on Saint Joseph's possibly becoming a co-educational college. Of the 477 who said they would definitely favor the move, 303 listed as their reason the fact that co-education would help provide a more rounded education for the Saint Joseph's student. They expressed the opinion that girls on campus would contribute to the development of social poise among the students and the girls would provide different points of view and competition in academic life. Others said there was a great need for Catholic co-ed colleges, and co-education may help build stronger marriages and families for the future.

There were 325 alumni who said they would not favor co-education at Saint Joseph's, largely because of tradition. Some also felt that co-eds would be a distraction to study or that the cost of needed facilities would be too great.



Distinguished Alumnus, Trustee Dies In Dayton

Justin H. Oppenheim '19, an alumnus, trustee, member of the Board of Directors and generous benefactor of Saint Joseph's College died in Dayton, Ohio, on Christmas eve. Mr. Oppenheim, who was 67, was the retired president of the New Idea Farm Equipment Company of Centerville, Ohio, a firm which he joined in 1923 as a sales clerk.

After graduating from the Academy—Saint Joseph's did not become a four-year college until 1938—Mr. Oppenheim studied at the Catholic University of America in Washington, D.C., where in 1923 he received a bachelor of arts degree in economics.

In 1960, Saint Joseph's awarded him an honorary degree for his achievements in business and his loyal dedication to higher education.

President's Dinner Scheduled April 13

The fifth annual President's Dinner, sponsored by the alumni, parents, trustees and students of Saint Joseph's to honor the College's president, is scheduled for Sunday evening, April 13, at the Beverly Country Club, Evergreen Park, Ill. For information on reservations, write Jerry Walker '60, General Chairman of President's Dinner, 9640 South Springfield, Evergreen Park. His office phone is 312 FR 2-4900.

7 Of The 125



COVER PHOTO—The seven girls waving on the front page are, clockwise: Lina Heinrich, South Bend; Nancy Russman, Louisville, Ky.; Linda Gelatka, Chicago; Susan Ploszek, Bedford Park, Ill.; Karen Henkle, Seymour, Ind.; Kathy Choka, Fort Wayne; Denise Garbon, Cincinnati. The photograph was taken by alumnus Dennis Lavery '64 while visiting campus last November. The girls were photographed from the third floor balcony while seated around a table in the new dormitory lounge area.

Marriages

DOUGLAS C. KILLORAN, JR '64 and GAYLE WEISS
January 10, Detroit
DANIEL J. COMPTON '67 and BEVERLY J. HILGERT
September 21, Milwaukee

Births

Mr. and Mrs. TIMOTHY J. DONOVAN '61
twins, Margaret and Maureen
Mr. and Mrs. VERN GLADU '60
a son, Andrew Alexander
Mr. and Mrs. RONALD LAWNZAK '60
a daughter, Leann Agnes
Mr. and Mrs. JAMES BRUIN '63
a daughter, Angela Louise
Mr. and Mrs. TERRENCE HANRAHAN '64
a son, Michael
Mr. and Mrs. JAMES HATTEMER '65
a son, Christian
Mr. and Mrs. THOMAS CONRAD '65
a son, Jeffrey Thomas
Mr. and Mrs. W. AUGUST HILLENBRAND '66
a son, William III
Dr. and Mrs. LOUIS ABBOTT '50
a daughter, Jane

newslines

*Items of interest about Saint Joseph's College,
the alumni, the faculty, and the students.*

Milwaukee Chapter Gathers at U.W.M.

About 75 Milwaukee area alumni and parents attended a reception after the Saint Joseph's basketball game at the University of Wisconsin's Milwaukee campus, January 4. Alumni Board member Jim Crook '63 hosted the event at U.W.M.'s Kenwood Conference Center on the shores of Lake Michigan.

Alumni Fund Passes Halfway Mark

Target 47-M, the 1968-69 alumni fund, has passed the halfway mark toward its goal of \$47,000. With three months remaining in the campaign, 765 alumni have contributed \$29,061 to the fund, almost equaling last year's total of \$31,865 from 716 donors. Chairman for the fund is Bernie Balas '57 of Gary, Indiana. Contributions may be mailed to the Alumni Association, Saint Joseph's College.

California Not For Pumas

Saint Joseph's basketball Pumas, after winning six of their first eight games, including a thrilling double-overtime win at Valparaiso, lost a close 74-72 game to eighth-ranked Evansville and then endured three more losses to strong California teams: Pepperdine (71-83), Los Angeles State (91-95 in overtime), and Long Beach State (68-88). For two weeks the Pumas led the NCAA's College Division in shooting accuracy.

New Route Open To Collegeville

A link of Interstate 65, a dual lane highway which will eventually run from Gary to Mobile, Ala., is now open for traffic from the Indiana Toll Road (Exit 3, Gary) to a point three miles west of Rensselaer. The divided highway runs due south from Gary and is recommended as the best route for those who travel to Saint Joseph's from the metropolitan areas of Chicago, Detroit, Toledo and other points east and west along Interstates 80, 90 and 94.

Suicide and Utopian Philosophy

An article authored by Academic Dean Dr. Louis Gatto and previously published in *Forum*, "Suicide and Utopian Philosophy," has been nominated by the editors of *Forum* for inclusion in the third volume of *The American Literary Anthology* as one of the "works published over the past year which caused the most interest and comment."

Basketballers Score In The Classroom

Because of recent interest in the academic abilities of students attending Saint Joseph's on athletic grants, head coach Jim Holstein compiled a report to faculty listing the first semester indices of the 14 members of the varsity basketball team. The team's average semester index was 2.76 (B-) with seven players having a 3.00 index or better. There are four math majors on the team, three accounting majors, two each of history and psychology, and one each of finance, marketing and sociology.



Members of Saint Joseph's 1968-69 varsity basketball team, front row: student assistant Fred Caito, Bill Conwell, Tony Gribi, Mark Hurtubise, Ted Hillary, Steve Scharf, Chuck Lamm, Mike Duffy, Joe Fritz and student assistant Rob Finnerty. Back row: assistant coach Dick Pawlow, Dan Ellis, Bill Gladieux, Bill Weliky, head coach Jim Holstein, Frank Pohlgeers, Bob Seggerson, Mark Phillips and head trainer Red Kenney.